



Tackling violence in schools

High-Level Expert meeting co-organised by the Government of Norway, the Council of Europe and the UN Special Representative of the Secretary-General on Violence against Children

Oslo, Bristol Hotel
27-28 June 2011

Final report of the meeting

BUILDING A EUROPE FOR AND WITH CHILDREN

ROYAL NORWEGIAN MINISTRY OF CHILDREN,
EQUALITY AND SOCIAL INCLUSION

SRSG on VIOLENCE
AGAINST CHILDREN



FOREWORD

Education is a fundamental right of each and every child. It is crucial for children's development, enabling them to cultivate their creative talents and critical thinking, gain life skills, join hands with friends and develop social relations, and grow with dignity, confidence and self-esteem as individuals.

Education has a unique potential to generate an environment where attitudes condoning violence can be changed and non-violent behaviour can be learned. From children's early years, schools are well placed to break patterns of violence and provide skills to communicate, to negotiate and support peaceful solutions to conflicts.

Schools also offer children the possibility of learning and internalizing values of solidarity, tolerance and respect, and they serve as important resources for the promotion of non-violence and for overcoming tension and mediating conflicts, among pupils and staff, and also beyond, in the wider community.

For many children, however, the school environment represents a very different universe, where they may be exposed to violence and may also be taught violence. Playground fighting, verbal abuse, intimidation, humiliation, corporal punishment, sexual abuse, gang violence, or other forms of cruel and humiliating treatment at the hands of teachers and other school staff, are some common expressions of this phenomenon.

For child victims of violence, school can become an ordeal rather than an opportunity. The promise and potential of education and the excitement of discovery and learning are undermined by pain, trauma and fear. In some cases children's academic performance suffers, their health and wellbeing is affected, and their capacity to operate as confident individuals, capable of developing open and trusting relations with others, is compromised. The negative impact of violence in schools goes beyond the children who are directly affected by it. It touches the lives of those who witness it, creating an atmosphere of anxiety and insecurity incompatible with learning. And violence or the threat of violence can even be such that families feel pressed to keep their children out of school, and to encourage school abandonment as a means of preventing further violence and harm. As a result, educational opportunity, with all its benefits for the individual and society, may be seriously hampered.

Recognizing the crucial importance of education in safeguarding children's rights, and of violent-free schools as catalysts for non-violence in the communities that they serve, the Norwegian Government, the Council of Europe and my own office joined hands in organising in June 2011, in Oslo, an expert consultation on tackling violence in schools.

This High Level Expert Meeting brought together policy makers, education and children's rights experts, civil society participants and academics, as well as UN agencies and the Council of Europe decision-making bodies.

I am confident that this report, which includes the key conclusions and recommendations of the expert consultation, will be a crucial contribution to raise awareness of the important initiatives promoted across nations to prevent and address violence against children in schools and to mobilize decisive action to accelerate progress in violence prevention and elimination.

Marta Santos Pais

The UN Special Representative of the Secretary General on Violence against Children

INTRODUCTION TO THE MEETING

The High-Level Expert Meeting “Tackling Violence in Schools” was held in Oslo 27-28 June 2011¹, and brought together policy makers, education and children’s rights experts, civil society participants and academics representing various academic disciplines and regions of the world, as well as UN agencies and the Council of Europe decision-making bodies.

The meeting pursued the following objectives:

1. Sharing of recent global and European data and research in combating violence against children in school.
2. Consolidating the various national and international methodologies, strategies, initiatives and good practices, including human rights education and education for democratic citizenship, to make schools free from violence.
3. Identifying instruments, methods and recommendations for the follow-up work of the UN Special Representative of the Secretary-General on Violence against Children, to prevent and address violence against children in schools.
4. Defining the role that the Council of Europe could further play in addressing violence in schools via its future Council of Europe Strategy for the Rights of the Child (2012-2015) to be adopted by the Committee of Ministers in early 2012.

The two days of presentations and discussions in Oslo were organised into an official opening and four sessions. Rather than aiming to summarise the presentations as such, this report draws out some key elements from the meeting as a whole.

CONCLUSIONS² OPENING STATEMENTS AND THE FOUR SESSIONS

OPENING STATEMENTS

Opening statements were provided by:

- the State Secretary of the Ministry of Education and Research in Norway;
- the Norwegian Ministry of Foreign Affairs;
- the UN Special Representative of the Secretary General on Violence against Children;
- the UN Special Rapporteur on the Right to Education, and
- the Head of Department of School and Out-of-School Education of the Council of Europe.

Due to unforeseen circumstances, the student representative was not able to participate.

¹ See background information to the meeting based on a synthesis of the concept paper in Appendix I

² The conclusions and recommendations are based on the report by Dr Marie Louise Seeberg, Senior Researcher, Norwegian Social Research (NOVA).

The following very important points were raised:

1. Schools have a social responsibility, which stretches beyond just teaching and learning. Children spend a large amount of their time in school. Schools need to provide them with a healthy psychosocial and physical school environment which promotes children's well-being. Without such an environment, learning and teaching will suffer.
2. All sorts of negative behavior, like bullying and violence, will have a negative effect on children's learning process. Research also shows that creating a safe, inclusive and healthy learning environment, does not only increase learning in itself, but can also contribute to equalising the significance of social background on the learning outcome of children.
3. To combat bullying, and violence and other harmful behavior, it is necessary to involve a broad set of stakeholders. In January 2011 the Norwegian government in collaboration with important national partners signed a new Anti-Bullying Manifesto. By signing a new Manifesto the partners pledge to combat bullying in schools, kindergartens and leisure facilities.
4. Education has a unique potential to generate a positive environment where attitudes condoning violence can be changed and non-violent behaviour can be learned. Schools are particularly well placed to break patterns of violence and provide skills to communicate, to negotiate and support peaceful solutions to conflicts. This is relevant for all ages and essential especially during early childhood when initiatives can decisively improve the development of talents and abilities of children, reduce marginalization and associated risks of violence, and promote access to school and learning achievement. An environment free from violence in all its forms, including gender based violence, is also instrumental to promote the achievement of the Millennium Development Goals (MDG), particularly to ensure universal primary education to all children, and to eliminate gender disparity in education.
5. For some children school is a well-maintained permanent structure where they feel welcomed and where lessons take place in optimal class sizes, teachers are well-trained and pupils have access to a range of learning and recreational resources. For others, schools are much simpler environments, where even pencils and books are at a premium and teachers have few resources beyond their own commitment and creativity.
6. In many countries, initiatives to prevent and address violence against children in education are building momentum.
7. Campaigns to learn without fear; the establishment of school committees, school audits and participatory debates to inform the development of ethical standards and to encourage child sensitive counselling, reporting, mediation and victim assistance; data and research to address the root causes of violence, support children at risk and inform advocacy and policy reforms; law enactment to prohibit all forms of violence in education, are some key components of this significant process of change.

8. Prevention is our primary goal, but when violence occurs, legislation is also critical to safeguard the rights of witnesses and victims, to enabling reporting and redress, and to providing legal standards for assistance, recovery and reintegration of child.

9. Violence in schools remains lawful in many States, including discipline in some serious forms, such as caning and whipping. Even in countries where violence has been prohibited, the gap between the legal prohibition of violence and the prevailing practice remains wide and challenging.

10. By listening to children's views and perspectives and being informed by their experience, we gain a better understanding of the hidden face of violence and its root causes; we learn about the different ways in which boys and girls perceive violence and suffer its impact, and we enhance our ability to shape strategies to address persisting risks.

11. We must take particular care to include the voice of girls in this process. In some societies, girls are particularly vulnerable to violence in the school setting and on the way to and from school. Legislation in many parts of the world still forces pregnant and married girls to leave school, without any later alternative to go back. When victims of sexual abuse and violent attacks, they may drop out of school completely to avoid stigmatization and further harm.

12. Whole school approaches³ to ending violence appear to hold particular promise because they involve all stakeholders and mainstream violence prevention in all aspects of school life including school management and governance, recruitment policies, budget allocation, curricula development and teaching methods. Still more promising is when such approaches also involve education authorities, local and national government, and the communities in which schools are located. The boundaries between schools and communities are porous, and when communities adhere to values of respect, tolerance and inclusion, these same values are likely to take root in local schools. Violence in the society tends to permeate school life, and therefore a promotion of strategies and approaches to deal with many forms of violence must be incorporated within a wide range of policies that promote non-violent behaviour and attitudes (e.g. social inclusion, peaceful resolution, respect, equality, emotional well-being, positive behaviour). The whole school approaches, integrated and reflected in the local and national policy making, focus on developing a non-violent school ethos and practice underpinning all learning and teaching.

13. Reporting on incidents of violence is one important indicator. Children, and very often their families too, feel frightened to speak up and pressed to conceal any incident of violence, particularly when perpetrated by a teacher or staff in the school.

³ The whole school approaches can be applied to different settings largely based on the following broad lines: school is perceived as a physical and social learning space influenced by pupils, teachers and school staff, parents and the local community as a whole. Astutely defined as “cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these” (© 2012 Department of Education, Western Australia: <http://det.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/definitions/whole-school-approach.en>).

14. Without reliable data, national planning is compromised, effective policymaking and resource mobilization are hampered, and targeted interventions are limited in their ability to address and prevent violence against children in schools and elsewhere.

15. The issue of violence prevention in schools is very closely linked to the promotion of culture of democracy and human rights in education. The best way to address violence is to explore its root causes, and to develop common solutions, which take on board everyone's concerns and are based on mutual respect and understanding. This can only be done in a school where education professionals are equipped with relevant competences, where decision making mechanisms are genuinely participatory, where human rights are part of the curriculum and of the whole school approach, and where intolerance and discrimination are addressed effectively.

SESSION I

VIOLENCE IN SCHOOLS: SETTING THE SCENE

During the first session, the experts set out an overview of the concept of violence in schools, including e.g. dimensions of gender, age, ethnicity and disability.

As noted in the UN World Report on Violence Against Children (Pinheiro, 2006) as well as in other studies, the concept of violence in schools applies to a wide range of practices and incidents that violate children's rights. In some countries and settings, some forms of violence are more prevalent than others and it is important that the concept of violence is not used as a synonym to any particular form of violence (e.g. corporal punishment, bullying) without further discussion or definition.

It was also pointed out that the phrase "in school" may be ambiguous, depending on the context. Conflicts and violent practices that strictly speaking take place outside of school grounds, such as in the family, on the way to and from school, on school outings, or in the local community, may still be closely linked to violence within school grounds.

Three key messages emerged from this initial session:

1. Violence is a wide and general concept that needs to be debated and defined in various socio-cultural and political contexts, being also considerate and sensitive to the views of children and young people, in order to effectively reduce and prevent violence in schools.
2. Schools reflect and are dependent on the societies and local communities of which they are part, thus making holistic approaches to combating violence in schools the most viable approach.
3. Violence in schools is as diverse as the contexts, and solutions for tackling it must reflect this diversity.

SESSION II

VIOLENCE REDUCTION: APPROACHES, METHODOLOGIES AND GOOD PRACTICES

Experts presented good practices to prevent all forms of violence in schools during this session. Practices such as bullying prevention programmes, mediation, conflict resolution, democratic governance, learning environment, teaching tools, involvement of children, young people and parents and as well as of different actors within the school system were brought to discussion. Furthermore, professional development for educators and indicators for evaluation were shared. The session was rich in a variety of topics, and was further divided into a plenary and two workshop sessions. The conclusions below reflect the plenary session.

In the wake of the UN World Report on Violence against Children and in line with the Council of Europe recommendations and legal standards, a range of initiatives have been implemented on all levels: from legislation, policy development, programmes, and local activities, to research and studies. There are still knowledge gaps, and the meeting emphasised the importance of continued research and assessment of implemented programmes and practices.

When it comes to approaches on a more general level the following main conclusions were made:

1. Policy development, research, and programme activities need to be linked through knowledge of good practice.
2. Whole school approaches for eradicating violence in schools encompasses all levels, from adequate legislation and enforcement of legislation via attention given to sufficient policy measures and funding, teacher training, administration, curricula, schools, classes, teachers, parents, and local communities to the individual child, bearing in mind that an individual child should always be the central focus.
3. All international, regional and national measures should reflect the universal understanding and awareness of school violence as a violation of children's rights. Thus, prevention and protection measures must be in place to secure children's rights.
4. Adequate financial resources, competence and capacity are necessary conditions for meeting the overall target of putting an end to violence in schools.

Regarding methodological and good practice the following main points were highlighted:

1. Early education in human rights and democracy are fundamental and should be put to practical use in the prevention and solution of cases of violence in schools.
2. Understanding of violence experienced by girls and boys belonging to different groups (e.g. age, ethnic origin) is the key in addressing different forms of violence in schools and in societies at large. A gender perspective should be maintained as part of any general approach.
3. There is a need for developing guidelines and tools for reaching out to specific groups of children as well as adults working for and with children, and making sure these means are accessible to the groups through translations and dissemination strategies.
4. The exchange and dissemination of good practice through active dialogue in variety of meeting places, including virtual places and other forms of media, are necessary in ensuring that work in this field reaches all children, recognising also the most vulnerable children that are at risk of becoming victims of school violence.
5. In many countries, the legal framework deemed necessary to combat violence in schools is not yet in place and more advocacy and political commitment is needed.
6. In countries where the legal framework is in place but the enforcement of legal responsibilities is often lacking more commitment is needed to fill in the gap between legal framework and practice in policy and programme implementation.
7. Efforts should continue to focus both on prevention and intervention. Intervention when the violence has already happened is a short term measure, while the prevention path

holds hopes for future lower levels of violence in schools and paves the way for sustainability.

SESSION III

BUILDING PARTNERSHIPS WITH PARENTS, CHILDREN AND LOCAL COMMUNITIES

In this third session, the experts analysed the impact that violence within the family and within the community has on school setting. Different patterns of collaborative approaches between the schools and parents and representatives of local communities, including local authorities, were analysed.

The single most important question posed at the meeting was a quote from a child: **“What happens if we report?”** This question summed up the concerns of children and centred attention on the many facets and implications of work, actions and approaches against school violence that need to be addressed continuously in prevention and protection.

The following main conclusions were drawn:

1. The question above, along with the many possible answers to it, illustrates the importance of a holistic approach and of building partnerships rather than consolidating dichotomy.
2. Community orientation and dialogue, rather than person orientation and accusation, are crucial in intervention as well as in prevention of violence in schools.
3. A child-centred development of good practice means that while the individual child should be the focus both in planning good practice, in preventing and stopping violence in schools, consideration should be also given to the notion that each child and incident of violence are part of local contexts.
4. Building solidarity, co-existence and trust between teachers, parents and children is a success factor in all violence reduction.
5. Partnerships on other levels than the local – national, regional, transnational, and international - are the key in setting and implementing measures against violence in schools.

SESSION IV

TAKING THE NEXT STEPS: RECOMMENDATIONS FOR FURTHER ACTIONS

In this concluding session, experts from international organisations proposed recommendations for future actions. The preceding three sessions, in addition, addressed viable ways forward, while in the final session, some more general concerns and recommendations were voiced and discussed.

To address and prevent violence against children in schools the experts drew on their experiences and good examples and recommended further actions to be taken at global, regional and national level. References were also made to examples of good practise for example in some European states that have implemented violence prevention programmes in schools, such as the anti-bullying programmes in Norway, Ireland and the Netherlands⁴.

Main recommendations for the near future were:

1. Whole school approaches in tackling school violence should address power relations and bureaucratic divisions. This concern refers to the need to maintain holistic approaches to combating violence in schools, as outlined under Sessions I and II above, while also paying attention, having a concern and handling the conflicts, power relations, and divisions in schools, communities and bureaucratic systems.
2. Involving governments is central, in particular, while this remains as a challenge in many countries, especially when it comes to setting up the legal framework, enforcing existing laws, and gaining priority for funding for implementing policies and programmes against violence in schools.
3. More efforts should be invested in reaching all children, also the most silenced. Concerns were voiced regarding the situation of children who, for example due to fear of the consequences or lack of knowledge of their rights and possibilities to act, do not report violations against their rights. In some cases, children with special needs live in enclosed institutions where they may be subject to violence with no access to reporting.
4. The available research evidence shows that peer to peer violence is common, and children can be both perpetrators and victims. Involving children, also the particularly vulnerable⁵, in tackling all forms of violence in schools is viable. Thus, along with responsible adults, children should be listened to and their views taken into account when it comes to deciding on what measures need to be taken in prevention and protection
5. Both qualitative and quantitative data and research are pertinent for comprehending violence in schools and informing national policies and planning as well as allocating resources. In conducting research and gathering empirical evidence a child-centred approach is fundamental. Empirical and analytic approaches should always complement each other and be based on a child-centred view for eradicating school violence. In order to fully comprehend the many forms of school violence, isolated and static analyses should be avoided and more general understanding of the levels and systems in the

⁴ Norway's Manifesto against Bullying; National Guidelines to Counter Bullying in Schools in Ireland; and National Education Protocol against Bullying in the Netherlands.

⁵ Indigenous children, children with disabilities, children from ethnic, linguistic, cultural or religious minorities, refugee children, children affected by HIV/AIDS, children representing lower casts (in India) or marginal sexual orientation.

education structures, and in the societies and communities at large, should be taken into consideration to promote positive systemic change in the schools.

6. Advocacy using economic, legal and moral arguments was recommended; for example linking aid to prohibiting corporal punishment. A number of economic, legal and moral arguments were presented. It was especially emphasised that funding the prevention and reduction of violence in schools is an investment that pays off in terms of lower future expenses, to the extent that the level of violence in schools can be documented to correlate with e.g. school dropout and youth delinquency rates.
7. Using every means to communicate children's rights to children and to communities reduces schools violence. With regard to reaching children that are currently unaware that their rights are being violated and children who have no access to efficient reporting of violation of their rights, as widespread information on human rights and democratic citizenship as possible remains the most efficient means of reaching out. However, information may be targeted both to adults and children in order to raise general awareness of children's rights and the consequences of violating these rights.
8. Ensuring accessible and effective reporting mechanisms and law enforcement advances violence reduction in schools. An efficient system for reporting violence in schools is a condition for improving the situation, as is a legal framework that makes unlawful the violation of children's rights and contributes to life in a violence free environment. Finally, such a legal framework requires active law enforcement and sanctioning in order to be effective.

SUMMARY OF THE CONCLUSIONS

In summary, the Oslo consultation identified six priority areas for ensuring children's rights to safe and non-violent learning in school environment: developing holistic whole school strategies; partnering with children; providing support for teachers and other staff; raising awareness and providing human rights education; securing children's legal protection; and consolidating data and research.

The conclusions in these six priority areas can be summarised as follows:

1. Whole school approaches and strategies based on open dialogue, mutual trust and participation are integral means for addressing violence in schools. Implementation of whole school approaches that take into account power relations, gender disparities and structural hindrances on all levels in tackling violence in schools is the most viable way forward.
2. Inclusive participation mechanisms (structures, processes etc.) are necessary for meaningful pupil and pupil-teacher participation and for enhancing resilience and tolerance in schools.
3. Capacity building of teachers as well as co-operation and partnerships among many stakeholders, including academia and media, on local, regional, national and international level are likely to result to better policies and practice.
4. Early human rights and citizenship education and awareness raising of children's rights, including rights in the Internet and how to use Internet/social media, social, emotional, behavioural and life skills training and inclusive education safeguard children from all forms of violence in school and in the communities at large.
5. More efforts, including adequate allocation of budgets, invested in building effective, appropriate and child-friendly reporting, complaint and monitoring mechanisms as well as ensuring effective legal protection that clearly bans all violence against children, are influential in responding to violence in schools.
6. Measures and programs to combat violence in schools that are directed by evidence based research and experiences of good practise contribute to establishing and maintaining learning environment where violence is not tolerated.

KEY RECOMMENDATIONS

The experts recommend governments to:

1. invest in improvement of data collection and research for gathering more evidence of the various forms of violence perpetrated in the school environment;
2. develop impact assessment tools and indicators for measuring violence reduction initiatives and programmes and through national, regional and international co-operation share these good practises;
3. take all effective measures in promoting a culture of non-violence and advancing a proactive and responsible role of parents, carers and guardians;
4. advance skills training, such as life skills-based education, human rights education, education for democratic citizenship, peer mediation, mentoring and conflict management programmes;
5. invest in programmes for improving the relationships between school and family in order to involve pupils, teachers and parents to identify practical projects and activities on the issue of violence in schools;
6. reinforce local, national and international efforts in the implementation of human rights education and education for democratic citizenship in the schools by encouraging the states to ratify and implement the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education and take note of the other relevant UN and Council of Europe texts and recommendations;
7. develop a respective culture of co-existence both outside the schools as well as in the school and classroom management. For this, the teacher training should remain as a focus, and training of multipliers such as the Council of Europe Pestalozzi training model should be promoted;
8. promote national and local action plans and guidelines for tackling violence in schools in co-operation with child welfare/protection services and organisations, the media and private Internet service providers;
9. strengthen national and local child protection mechanisms in co-operation with ombudspersons, experts and civil society at large, including children and young people;
10. invest in capacity building of all professionals working for and with children and young people;
11. reinforce international co- operation, coordination and sharing of knowledge of good practices, programmes and evidence-based research to combat violence against children;
12. invest in more international assistance and funding for violence reduction in schools;
13. take note of the recommendations of the UN World Report on Violence against children and other key UN and Council of Europe instruments, recommendations and guidelines in combating violence in schools.

APPENDIX I – BACKGROUND INFORMATION TO THE MEETING

BASED ON A SYNTHESIS OF THE CONCEPT PAPER

Intimidation, bullying, cyber-bullying, repression, threats, discrimination, homophobia and all forms of violence, including corporal punishment and sexual violence, reflect the downsides to life in contemporary society. Manifestations of these phenomena can therefore also be found in schools and learning institutions. Every child nevertheless has a right to be protected from violence and to develop and realise his/her full potential in a safe, healthy, inclusive and non-discriminating learning environment.

The **United Nations** World Report on Violence against Children (2006) represents the most comprehensive assessment of the diverse forms of violence against children in five settings, including the school environment. With regard to schools, the UN Report calls on states, *inter alia*, to adopt and implement codes of conduct applicable to all staff and students, apply classroom management and disciplinary measures respectful of the rights of the child, and develop specific policies and programmes to tackle violence in the whole school environment.

Ending violence is also fundamental to meeting the goals of Education for All advanced by UNESCO and to the achievement of universal primary education and to the elimination of gender disparity in education as outlined in the Millennium Development Goals 2 and 3.

In this respect, the UN Convention on the Rights of the Child and the Covenant on Economic, Social and Cultural Rights provide a global normative framework for the reduction of all forms of violence against children, encompassing the types of violence children might encounter in the school environment. For ensuring effective implementation of this global framework, the jurisprudence of the Committee on the Rights of the Child will provide further protection for children against violence, in particular in General Comments 1 and 13 on the aims of education and on the child's right to protection from all forms of violence respectively. In addition, the Special Rapporteur on the right to education whose mandate was established in 1998 takes an active role in violence prevention and in protecting children from violence in the education system.

Since its inception, the **Council of Europe** has been at the forefront in Europe of combating violence against children, including violence in the school and other educational settings. Its key legal instruments, the European Convention on Human Rights and the European Social Charter and the Revised Social Charter, prohibit in absolute terms violent, inhuman and degrading treatment and punishment of children at all times and in all settings. The protection of children from all forms of violence became a strategic priority for the Council of Europe in 2006 with the launching of a transversal programme “Building a Europe for and with children”.

In the last few years, the Council of Europe has developed an important set of legal and policy standards with a dual goal to promote a holistic approach to eradicating violence against children and to tackle specific types of violence or settings where violence against children takes

place. The following Council of Europe standards are relevant to the protection of children from violence in the educational setting:

- the Council of Europe Convention on the Protection of Children from Sexual Exploitation and Sexual Abuse (CETS. 201);
- the Recommendation of the Committee of Ministers CM/Rec(2009)10 on integrated national strategies for the protection of children from violence, which promotes the development and implementation of a holistic national framework for safeguarding the rights of the child and protecting children from all forms of violence;
- the Recommendation of the Committee of Ministers CM/Rec(2010)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, which promotes a culture of democracy and human rights through education, thereby contributing to the prevention of violence.

In addition to the many previous recommendations on the topic of violence against children, the latest resolution 1803 of the Parliamentary Assembly of the Council of Europe (2011) underscores five guiding principles to promote education against violence in schools. The Council of Europe has furthermore developed a number of educational tools aimed at assisting professionals and children in building a safe learning environment:

- Violence Reduction in Schools Training Pack (2009);
- Compass: a Manual on Human Rights Education with Young People;
- Compasito, a Manual for Human Rights Education for Children;
- Education for Democratic Citizenship/Human Rights Education Pack addressing topics from teacher training and democratic governance in schools to quality assurance and policy development and implementation;
- “Living democracy”, a series of manuals developed for work in classrooms.

In addition, to promote its standards and tools amongst member states’ education professionals, the Council of Europe set up the Pestalozzi Programme (2011-2012) offering a trainer training course on “Education for the prevention of violence in schools.”

The **government of Norway** emphasises developing a school system which provides all pupils and students with a safe and inclusive school and learning environment. The Norwegian school system is based on pupils’ involvement and participation in conflict mediation, anti-bullying efforts, teacher training modules, and it works in cooperation with parents and the community outside school.

In view of the body of knowledge, the standards and the materials available, taking stock of the many initiatives to prevent and address violence against children in education, and above all, recognising the fundamental importance of education in safeguarding children’s rights and of violence-free schools as catalysts for non-violence in the communities, the UN Special Representative of the Secretary-General on Violence against Children, the Government of Norway and the Council of Europe organised an expert consultation on tackling violence in schools in Oslo 27-28 June 2011.

APPENDIX II - PROGRAMME

Monday 27 June 2011

09.30 Official opening

Ms Lisbet RUGTVEDT, State Secretary, Ministry of Education and Research, Norway

Ms Carola Beatrice BJØRKLUND, Ambassador, Ministry of Foreign Affairs, Norway

Ms Marta SANTOS PAIS, United Nations Special Representative of the Secretary-General on Violence against Children

Mr Kishore SINGH, The United Nations Special Rapporteur on the Right to Education

Ms Maria OCHOA-LLIDO, Head of Department, Department of School and out-of-school education, Council of Europe

[**Ms Tuva STRANGER**, Representative from the Norwegian Student Council, Norway]

“Angry man” - short video on children and violence

10.30 Coffee break

10.35 Press conference

11.15 Session I: Violence in schools - setting the scene

Moderator: **Ms Anica DJAMIC**, Ambassador of Croatia to the Council of Europe, Thematic Co-ordinator on Children of the Council of Europe’s Committee of Ministers

Speakers:

The scale and nature of violence against children in the Council of Europe member states, **Mr Miguel GARCIA LOPEZ**, Council of Europe Expert

UNESCO’S work on violence in schools, **Ms Ulrike STOROST**, Associate Expert, Section for Peace and Human Rights, UNESCO

Protection of children in Lebanon, **Mr Elie MEKHAEL**, Secretary General, Ministry of Social Affairs, the Higher Council for Childhood, Lebanon

The challenge of data collection, **Mr Peter NEWELL**, Coordinator of the “Global Initiative to End All Corporal Punishment of Children”

Bullying and threats via Internet and social media. The scope and character of the problem in societies, **Ms Elisabeth STAKSRUD**, Researcher on media and communication, former EU project manager, Norway

Parliamentary Report on tackling violence in schools, **Mr Gvozden FLEGO**, Professor, Member of the Parliamentary Assembly of the Council of Europe, Chairman of the Committee on Culture, Science and Education, Member of Croatian Parliament

12.15 Discussion

12.25 Lunch

13.30 Session II: Violence reduction in schools: approaches, methodologies and good practices

Moderator: **Mr Harald NYBØLET**, Deputy Director General, Ministry of Education, Norway

Speakers:

The value of early education of human rights and democracy to reduce violence in schools, **Mr Jindrich FRYC**, Vice-chair of the Steering Committee for Education, Council of Europe, Education for Democratic Citizenship (EDC) and Human Rights Education project (HRE)

Policy and Strategies to create a good and safe school learning environment, **Ms Grete RAFF REINEMO**, Senior Adviser, Ministry of Education and Research, Norway

Sweden: experiences and challenges, **Mr Carl-Gustav SIDENQUIST**, Ombudsperson on violence in schools, Sweden

National strategies to combat violence in schools. The perspective of India, **Ms Shanta SINHA**, Chairperson, National Commission for the protection of Children's Rights, India

Evidence-based interventions against school bullying, **Mr Dan OLWEUS**, Professor, University of Bergen, Norway

Violence against children in schools – the gender aspect, **Mr Richard IVES**, Education consultant, "Educari" learning organisation, United Kingdom

14.35 Discussion

15.00 Coffee break

From 15.15 to 16.15, two parallel Working Groups

15.15 1. **National programmes to combat violence in schools: lessons learned** *(French- and English-speaking group)*

Moderator: **Mr Gunnar MANDT**, Special Adviser, European Wergeland Centre

Speakers:

Berlin: The Inner City Model School Initiative "Learning and Living Diversity" (2009-2012), **Ms Ulrike WOLFF-JONTOFSOHN**, Senior Researcher and Lecturer for Comparative and Intercultural Education, Freiburg University of Education, Germany

Addressing and preventing violence against children. Experience from a training project in cooperation with UNICEF, **Ms Olena KOCHMYRROVSKA**, Psychologist (PhD), Ukraine

Preventing violence in schools: the French education policy, **Mr Roger VRAND**, Head of Unit for regulations and school organisation policy, educational development and cultural and sport activities. Ministry of Education, France

Measures to prevent and tackle bullying, based on children's opinions and involvement. The role of ombudspersons, **Mr George MOSCHOS**, Greek Children's Ombudsman, Member of the Bureau of the European Network of Ombudspersons for Children (ENOC)

Learn Without Fear Global Campaign, **Ms Nadya KASSAM**, Head of Global Advocacy, Plan International

Discussion

2. **Regional responses to combat violence in schools** *(English-speaking group)*

Moderator: **Mr Knut HAANES**, Deputy Ombudsperson, Ombudsperson's Office, Norway

Speakers:

Experiences from human rights education, **Ms Caroline GEBARA**, Adviser, European Wergeland Centre

The importance of teacher training in reducing violence in schools, **Mr Aart FRANKEN**, Representative of the Pestalozzi Programme, Council of Europe

Experiences from projects; tackling violence in schools, **Ms Ruba QUMI**,
Coordinator, National Council for Family Affairs, Jordan

Addressing and preventing violence against children through legislative measures,
Mr David MUGAWE, Executive Director, African Child Policy Forum

Addressing violence in the Balkan region: experiences from projects, **Mr Besnik
KADESHA**, Coordinator, Save the Children in Albania

Discussion

- 16.15** **Conclusions of the first day**
- 17.15** **End of the day**
- 18.00** **Reception/dinner hosted by the Norwegian authorities**

Tuesday 28 June 2011

09.00 Session III: Violence in schools: building partnerships with parents, children and local communities

Moderator: **Mr Miguel GARCIA LOPEZ**, Council of Europe Expert

Speakers:

Cooperation between the schools and parents – how can parents contribute to
prevent violence in schools? **Mr Christopher BECKHAM**, National Parents’
Committee for Primary and Secondary Education (FUG), Norway

Cooperation and partnership between schools and local services for children and
families. Children’s voices, **Mr Reidar HJERMAN**, Ombudsperson, Norway

Mr Kjell Erik ØIE, Programme Director, Representative of Plan International

Ms Roberta CECCHETTI, Advocacy Manager, Save the Children

- 10.15** **Discussion**
- 10.40** **Coffee break**

11.00 Session IV: Taking the next steps – recommendations for further actions

Moderator: **Mr Trond WAAGE**, International Expert on Children's Rights, former researcher at UNICEF Innocenti Research Centre and former Ombudsperson for Children in Norway

Speakers:

Mr Kjell Erik ØIE, Programme Director, Representative of Plan

Ms Roberta CECCHETTI, Advocacy Manager, Representative of Save the Children

Ms Ulrike STOROST, Associate Expert, Section of Education for Peace and Human Rights, UNESCO

Ms Regina JENSDOTTIR, Head of the Children's Rights Division, Council of Europe

Ms Marta SANTOS PAIS, United Nations Special Representative of the Secretary-General on Violence against Children

12.00 Discussion

12.45 Conclusions and recommendations from the High-Level Expert meeting

Rapporteur presentation

Ms Marie Louise SEEBERG, Dr. polit. (PhD) Senior Researcher, Norwegian Social Research (NOVA)

13.20 Close of the Meeting

Ms Henriette WESTHRIN, State Secretary, Ministry of Children, Equality and Social Inclusion, Norway

APPENDIX III – LIST OF PARTICIPANTS

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APPENDIX IV – BIBLIOGRAPHY

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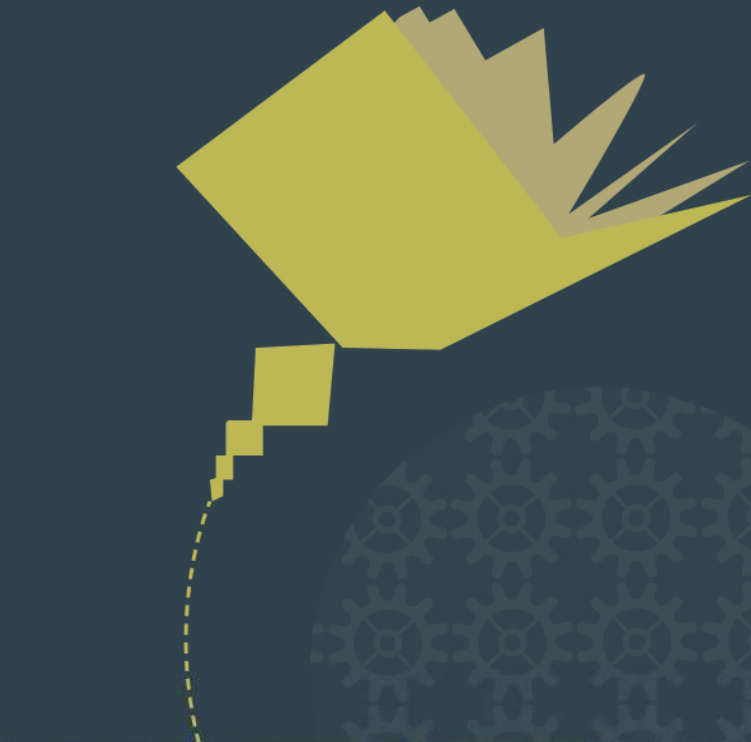
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This text contains the conclusions and recommendations from the High-Level Expert meeting "Tackling Violence in Schools". It will feed into the follow-up process of the UN World Report on Violence against Children promoted by the UN Special Representative of the Secretary General on Violence against Children, and forms part of the implementation of the Council of Europe Strategy on the Rights of Child (2012-2015).

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